

1950

The Inauguration of Delyte Wesley Morris

Southern Illinois University

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This book documents the inaugural proceedings, speeches, and delegates at the inauguration of Delyte W. Morris on May 5, 1949. This book was published the following year. Morris served as Southern Illinois University's 8th president from 1949-1970.

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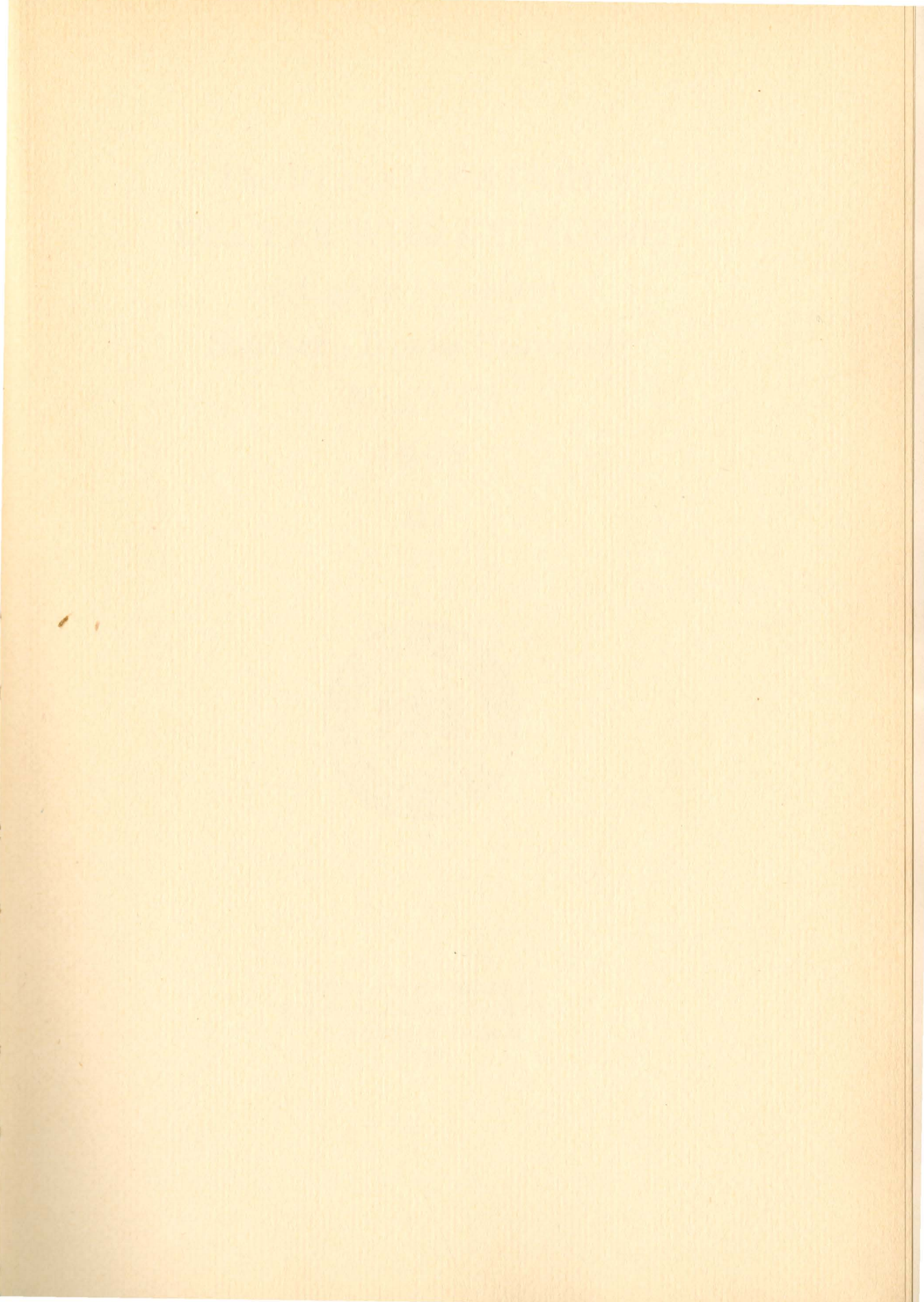
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THE INAUGURATION OF
DELYTE WESLEY MORRIS
AS EIGHTH PRESIDENT OF
SOUTHERN ILLINOIS UNIVERSITY

MAY FIFTH

1949



The INAUGURATION of
DELYTE WESLEY MORRIS
as Eighth President of
Southern Illinois University
May Fifth
1949



PUBLICATIONS COMMITTEE
SOUTHERN ILLINOIS UNIVERSITY
CARBONDALE, ILLINOIS
1950

THE NATIONAL ANTHROPOLOGICAL ARCHIVES
BUREAU OF AMERICAN ETHNOLOGY

Smithsonian Institution
Washington, D. C.

March 11

1950

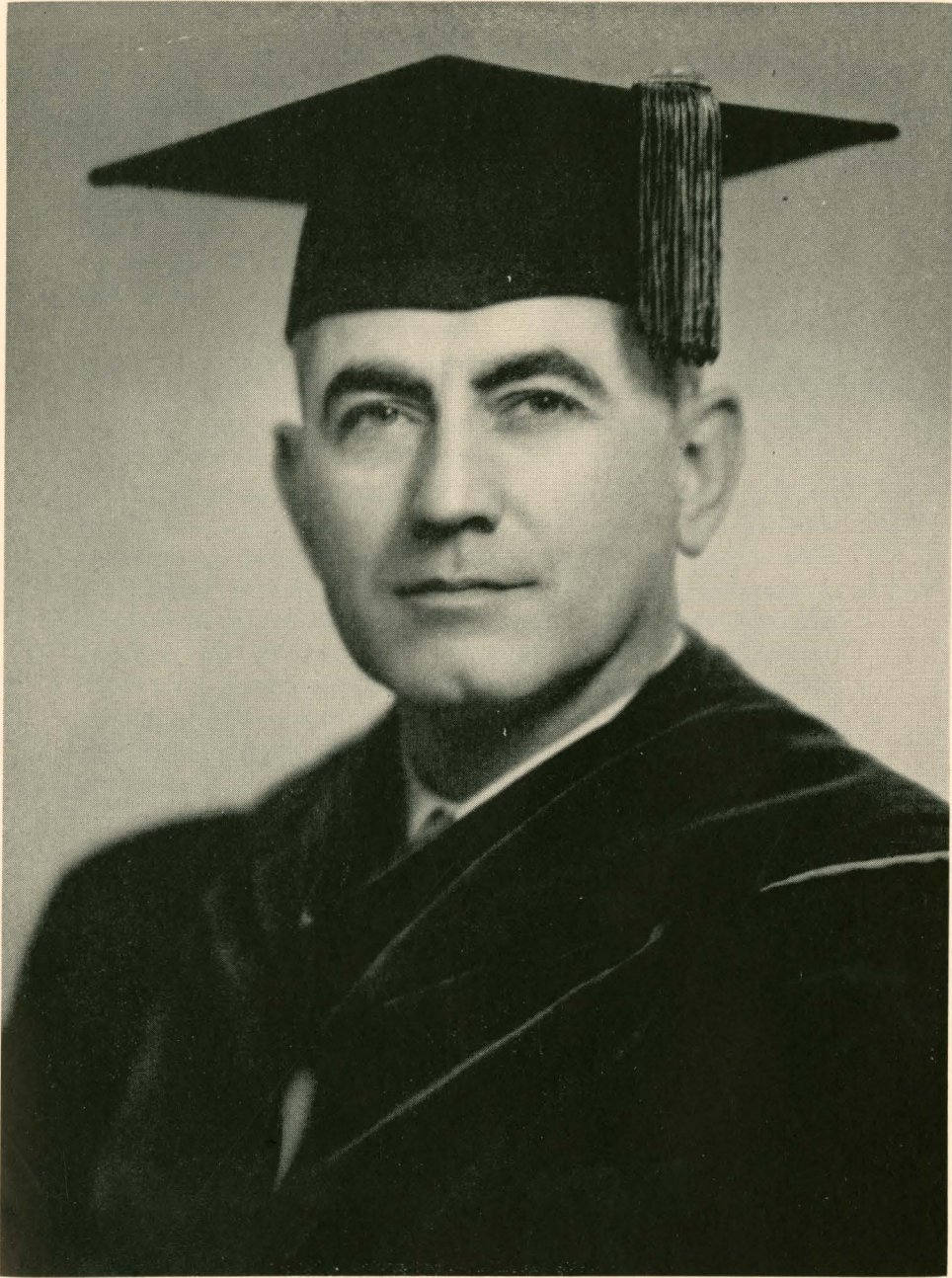
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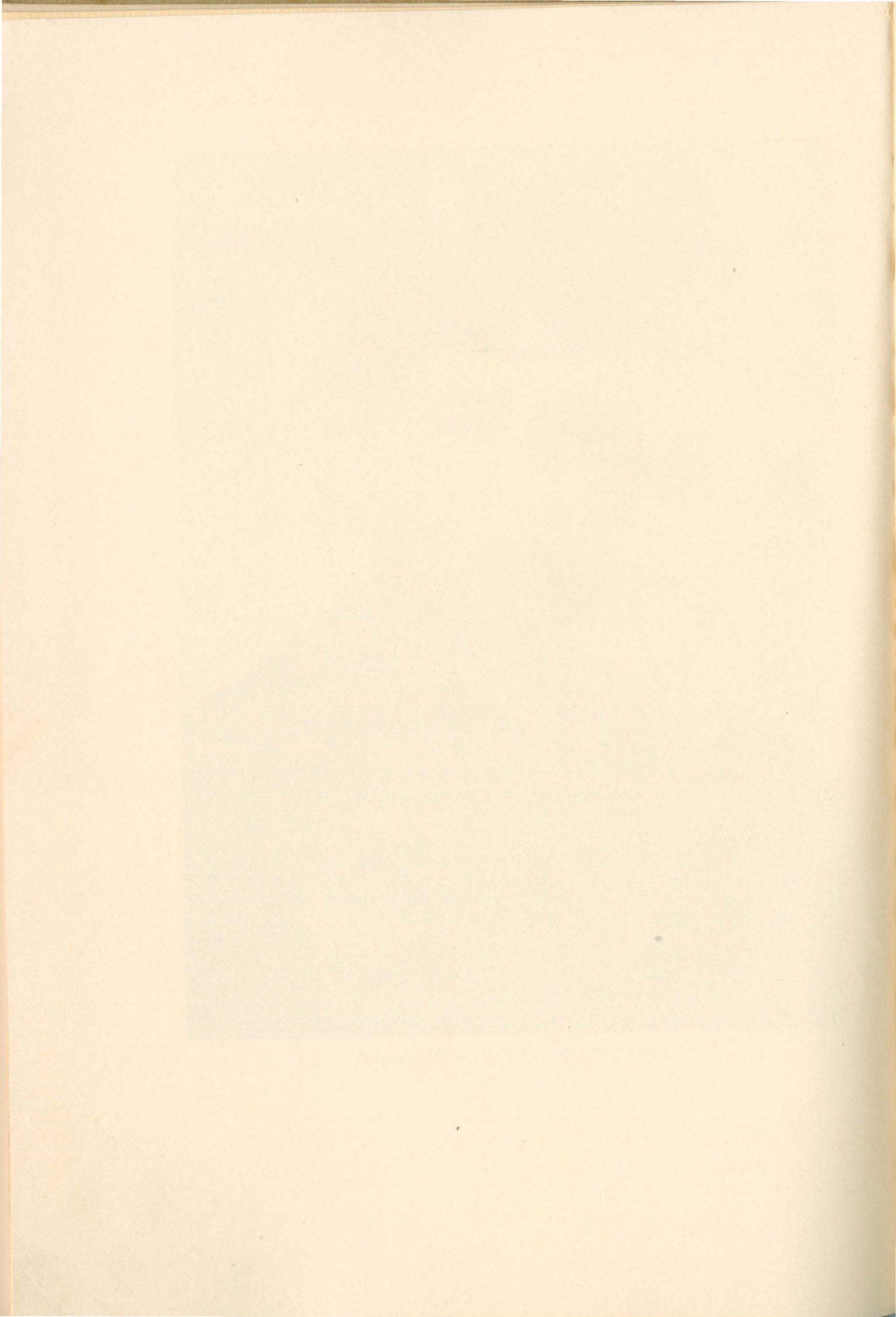
THE NATIONAL ANTHROPOLOGICAL ARCHIVES
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PRESIDENT DELYTE WESLEY MORRIS



FOREWORD

SOUTHERN ILLINOIS UNIVERSITY presents this small book as a record of the inauguration of its eighth president, Dr. Delyte Wesley Morris. Many of the statements made on that occasion concerning the status and future of the institution seem increasingly significant. In particular, two of the addresses, that by the new President and that by the Governor of Illinois, may well come to be regarded as landmarks in the history of Southern's early years as a university. The President's inaugural address reveals a greatly broadened conception of the University's functions and responsibilities, and the Governor's message presents a new and decidedly favorable understanding of Southern's destiny as a State institution in Illinois.

There has been no attempt to present here a detailed account of all the attractive social functions which honored the President when he was inaugurated. Souvenir programs have already made their record permanent. Nor has it been thought necessary to preserve all the remarks made during the formal ceremonies. All of these were gracious and appropriate, but many have become dated by their very timeliness. With no disrespect to any speaker, the editor has chosen to print only the principal addresses and significant excerpts from the messages of greeting given at the luncheon.

Since the inauguration, certain changes have occurred in Southern's organization and direction. A new, independent Board of Trustees has been appointed, and new officers have been elected for the Alumni Association. Mr. W. W. Vandever is now in his second term as the aggressive president of the latter group, and Dr. Leo Brown, its former president, is now chairman of the Board of Trustees. General Robert Davis has served one year as chairman. However, all speakers will be identified by the positions they held in May, 1949.

For assistance in the preparation of the booklet, grateful acknowledgment is made to Dean T. W. Abbott, Chairman of the Inauguration arrangements, Mrs. Lorena Drummond Jean, formerly Director of the Information Service, Dr. Georgia Winn, Chairman of the University Publications Committee, and Mrs. Olive Walker Webb, Secretary.

ROBERT D. FANER
Editor

I

THE INAUGURATION PROGRAM



SHRYOCK AUDITORIUM

THE INAUGURATION

Shryock Auditorium Ten o'Clock A.M.

Processional—"President Morris Inaugural Procession

March". *Davis*

"Processional March" . . . *Kesnar*

The University Symphony Orchestra

Dr. Maurits Kesnar, conductor

Academic Procession

The Marshals

The Delegates of Universities and Colleges

The Representatives of Learned Societies and Associations

The Representatives of the Students

The Faculty

The State Teachers College Board

The Presidential Party

The National Anthem

Invocation Dr. Preston Bradley

Pastor, Peoples Church of Chicago

Member, State Teachers College Board

Music—"For He Shall Give His Angels" from *Elijah*

. *Mendelssohn*

"Psalm 150" *Lewandowski*

The University Chorus
Mr. Floyd Wakeland, conductor

Introduction Mr. Lindell W. Sturgis

Chairman of the Inauguration Committee
State Teachers College Board

Address The Hon. Adlai E. Stevenson

Governor, State of Illinois

Music—"Concerto for Trumpet and Orchestra . . .

. *Haydn*
Allegro
Andante

Mr. Harold Hines, soloist

Installation of the President

. The Hon. Noble J. Puffer

Director, State Department of Registration and Education
Chairman, State Teachers College Board

Inaugural Address . . . Dr. Delyte Wesley Morris

Benediction Dr. Preston Bradley

Recessional—"March of Homage *Liszt*

"Festal March" *Cadman*

II

THE INAUGURAL ADDRESSES

INTRODUCTION OF GOVERNOR ADLAI E. STEVENSON

MR. LINDELL W. STURGIS

*Chairman of The Inauguration Committee
State Teachers College Board*

ON behalf of the State Teachers College Board, the Inauguration Committee, the Faculty, and the entire personnel of Southern Illinois University, I wish to extend to all present a most genuine, a most sincere, and a most hearty welcome. I trust your brief visit will prove pleasant and enjoyable.

This institution has undergone, in a brief period, the transition from a teacher-training school to a three-college university. The change and advance in status are being known and felt throughout the academic world. This advancement is possible in part because men in executive positions, because the Senators and Representatives from this district, have been and are deeply interested in education.

In January, 1949, a new chief executive for the State came into power. His interest in education is being manifested daily. His budget message to the joint session of the Legislature allocated more funds for operational budgets to the Teachers College Board than ever in its history. Also, his budget is very generous to the construction and building program. Southern, in the next biennium, should continue to go forward because of this action.

INTRODUCTORY ADDRESS

Today we are pleased and grateful for the presence of this new chief executive. I am honored to present to you His Excellency, the Governor of the State of Illinois, The Honorable Adlai E. Stevenson.

Mr. Stevenson.



GOVERNOR ADLAI E. STEVENSON GIVING THE INAUGURAL
ADDRESS.

Left to right: Noble J. Puffer, Lindell W. Sturgis, the Governor,
and General Robert W. Davis.

ADDRESS

THE HONORABLE ADLAI E. STEVENSON,
Governor, State of Illinois

I AM most grateful to the administration of Southern and to the Teachers College Board for this opportunity to take part in these ceremonies inducting Dr. Delyte Wseley Morris as the eighth President of Southern Illinois University.

I suspect that Dr. Morris feels acutely aware of the magnitude of the task he has chosen. And I say, Dr. Morris, that since I assumed a new job in Springfield a few months ago, I think I know exactly how you feel. I doubt that any man as sincerely devoted to his profession as Dr. Morris, and as conscious of his responsibilities, could approach such a task without some misgivings about accomplishing all he hopes to accomplish. And again, I think I know how you feel. Yet in the brief time that he has been here in Carbondale, I think Dr. Morris has proved to everyone that he regards his assignment as a great challenge which he is eager to face. I think he has already demonstrated that he has the vigor, the enthusiasm, and the vision to meet the challenge in spite of daily frustrations and daily disappointments. And speaking of frustrations and disappointments, again I can clasp hands with you, Dr. Morris.

He brings to the Presidency of Southern some exceptional qualifications. He understands the functions and the privileges of institutions such as this. He attended

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a teachers college himself as a student. Later, he was a member of the faculty of a teachers college, as well as of other educational institutions. He made an eminent record in the Department of Speech at Ohio University. He is both a scholar and an experienced school administrator.

But perhaps most important of all, he brings to his assignment here a familiarity with the educational needs and the ambitions of this area of Illinois. As a native of Illinois who comes from this very section, I know he is deeply attached to, and has an abiding faith in the future of this University, and of this section of Illinois, which we affectionately call "Egypt."

I have been much impressed by what I have come to know about Southern Illinois University, and what I have seen of it. Behind us are seventy-five years of history, of growth, and of service without the benefits of rich endowments. It has been built by the persistence and the devoted labor of men responsive to the needs of this area of Illinois, and full of faith that education is the foundation of successful democracy.

When Southern was established back in 1874, it was, and it still is today, the only institution of higher learning in Southern Illinois. It is the only institution in the southern third of the State offering the Bachelor's Degree in the College of Liberal Arts, the College of Education, and the College of Vocations. It is little wonder that Southern Illinois should be proud of a university that is peculiarly its university. It is little wonder that Southern has also grown to be one of the largest teacher-training institutions in all of the United States.

GOVERNOR'S ADDRESS

Of the three thousand students currently enrolled here, 95 per cent come from the thirty-one southernmost counties of our State. Thus, to an unusual degree this is a regional institution, and in a quite unique sense Southern serves a regional mission, in that it recognizes a responsibility to this old, but still developing area of Illinois. Yet, its over-all mission is more than regional in scope. It is a large part of the system of higher education which modern-day needs require, which the taxpayers support, and which we must improve in Illinois.

Although its curriculum has broadened in recent years so that this is no longer exclusively a teacher-training institution, it still retains teacher-training as its primary objective. More than half of the students here are taking courses designed to qualify them to teach. These men and women will, I hope, take their places in the depleted ranks of the teaching profession and do their part in helping to rebuild that profession to the high and honored place which it formerly held, and which it must hold again.

If I correctly interpret the signs, there is taking place in Illinois what might be called a revolution in education. Our people are demanding better schools, from the kindergarten to the graduate colleges.

The trend toward consolidation has in a few years eliminated several thousand small, uneconomical school districts by local initiative and local leadership. Curricula are improving. Teachers' salaries are rising. I have proposed a large increase in State aid to our common school system, as well as to the State teachers colleges, the largest in our history. And I will have

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some further proposals to make regarding the distribution of this money calculated to make further progress for the sound foundation program and proper organization of school districts in Illinois.

I do not believe the public demand for more State aid for common schools stems entirely from selfish beliefs that increased State appropriations will result in lower local taxes. I think it stems largely, certainly in large part, from a feeling that Illinois needs to do more than it has been doing to give our boys and girls a standard of education commensurate with our wealth, our great resources, and our pride as a State.

I believe this demand has arisen in full realization that increased State aid for the schools is going to come out of the pockets of the people. Although no one likes to contemplate increased taxes, I think the people are saying that they are willing to pay higher taxes, if need be, in order to get better schools.

Two weeks ago in my budget message to the General Assembly, I recommended an increase of 70 per cent in the level of State aid to the schools, an over-all increase of some \$54,000,000 for the coming biennium. But I said then, and I should like to repeat now, our troubles will not all be solved by voting larger amounts for the schools from the State Treasury. I stated then, and I believe few will deny, that much local and State money has been expended for inferior schools, for inadequate and shallow curricula, for mediocre direction of educational policies and school management.

I believe we must devise means whereby the State realizes a special obligation to those districts which

GOVERNOR'S ADDRESS

take steps to improve their school district organization. I do not believe that we should pour more and more millions into a system which in some respects has grown obsolete and inefficient. It is my hope that in the current session of the General Assembly we will be able to write into our laws a method whereby the increased grants of State aid which I have recommended will serve to encourage the establishment of better-organized, better-staffed, and better-equipped schools to replace so many of those which are now wholly inadequate.

I make no pretense to expert judgment, but I believe we are making progress toward the improvement of the quality of teacher training. And now, most of all, we must strive to interest more qualified young people in teaching as a career. With better schools, with higher standards of teacher qualifications, better salaries and more security, I confidently believe that we are on the threshold of increasing effectiveness in the teaching profession which has been so long neglected. I hope I am not wrong, because more and better teachers are certainly one of our most acute shortages, and particularly in our State. It will doubtless take some time to recover the ground lost, and we must try to make more of our young people aware of the sense of satisfaction, the sense of accomplishment that goes with doing an important, a necessary, a basic work in a civilized community.

We know that the war's disruption of our economy left the teaching ranks critically reduced. We know that we are not now training elementary school teach-

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ers rapidly enough to meet even current demands, let alone fill the gaps left by defections from the teaching ranks.

We know, for example, that we still have almost 2400 teachers in Illinois serving under emergency certificates, which means that they do not meet the standards of training which are established by law. Yet, these emergency teachers have stepped into a breach that could not have been filled otherwise, and they have served a most useful purpose.

We have only to consider that less than one-half of the teachers now serving in Illinois have college degrees to realize that we have a serious deficiency in training in our teacher ranks. A study made recently by Mr. Vernon Nickell, the Superintendent of Public Instruction, shows that eight per cent of the thirty-three to thirty-four thousand teachers in our public elementary and high schools had no training at all above the high school level, or less than one year of college preparation.

While our supply of new teachers has been falling below the needs, for some years the trends in public school attendance has been swinging sharply higher; which points up with even greater emphasis the paths that lie ahead. We will need more teachers to staff more classes within the next decade. And we will need better-trained teachers, because, in the complex and specialized society of the future, the boy or the girl with inadequate educational preparation will be under a tremendous handicap.

Now that, I think, represents, in large part, the mission of Southern Illinois University as I see it. The

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remainder, of course, lies in the training which Southern is giving to the youth of this area in the College of Vocations and the College of Liberal Arts. It lies in preparing the youth of this area for service in the industries, in the professions, the cultural life and the public life of this whole section. It lies in preparing them to meet the myriad tasks of the future in order that we may apply new knowledge and new methods to the problems that are peculiar to this area, and ultimately to achieve a happier, fuller way of life.

Fortunately, I believe that this very extensive mission of Southern is coming to be quite well-recognized, not only here, but all throughout our State, and among educational leaders, and in the General Assembly, as well. I sense the growing recognition of the needs and of the opportunities for important public service that this University confronts.

Although I was disappointed that I could not include in the budget which I submitted to the General Assembly two weeks ago many worthy projects all over the State, and particularly all of the projects which Southern was asking in order to expand its physical plants, I am happy that the budget does include provisions for some \$7,000,000 for new buildings here. This is over 50 per cent of all of the funds recommended for construction, for capital improvements, in the five State Teachers Colleges, exclusive of the University of Illinois. In addition, the budget provides for a record appropriation for the operating expenses of Southern during the ensuing two years, an increase of 100 per cent over the appropriation for the current biennium from the State Treasury.

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I hope very much that the General Assembly will see fit to approve these recommendations, and with construction costs beginning to stabilize, I hope that Southern will be able to proceed rapidly toward the construction of these new buildings, which, as you so well know, are so thoroughly needed at the present time, and whose completion will go far to enable the University to fulfill its responsibilities more effectively.

In the period since this institution was founded—indeed in the last quarter century—we have come to realize more and more that the extension of education among the world's peoples is the one best hope for the future. Experience has taught us that greater understanding among men and among nations is the essential of world peace. We look, primarily, to education to bring about that understanding.

We know that the educational system of America cannot do that job alone, but we can set an example for the world. We can demonstrate that the American way of free education, of free enterprise, free government, and free opportunity is the best possible way to happy, peaceful living among ourselves and among the nations. We can, we *must* continue to lend encouragement and support to men and women everywhere who long for emancipation from ignorance, tyranny, and poverty.

In helping to preserve and further these traditional American ideals while pursuing with fidelity its own immediate task, Southern Illinois University, under the leadership of President Morris, will be fulfilling one of the great responsibilities of higher education in

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the United States. It also will be helping to build a richer Illinois, a stronger America, richer in human resources, and stronger in moral confidence.

THE INSTALLING ADDRESS

MR. NOBLE J. PUFFER

*Director, State Dept. of Registration and Education
Chairman, State Teachers College Board*

I CANNOT help feeling a great deal of happiness because of this joyous occasion, the installation of Dr. Delyte W. Morris as the new President of Southern Illinois University. Many milestones have been passed in the long and honorable history of this institution. Dr. Morris now becomes the eighth president of an institution that is destined to carve a great place for itself in the history of Southern Illinois, and of the great State of Illinois.

Southern has always had its problems, and probably today faces even greater challenges. Faced with broadened opportunities and with greater demand for a high type of instruction and service to its constituents, hampered by inadequate housing and facilities, the challenge to the new president is a staggering one. Ordinarily a new executive faces new problems, but rarely does anyone face such a multitude as does Dr. Morris.

From this University, formerly one of our State teachers colleges, have come distinguished citizens in all walks of life. With increased opportunity, a broadened program of instruction, with new buildings, a new library, dormitory, science building, and shop equipment, Southern Illinois University should move forward with great strides in the next few years, con-

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tinuing to produce fine citizens, future leaders who will carve a place for themselves in the history of Illinois.

Dr. Morris, I know you are well aware of your responsibilities. I know you are conscientious, kindly, sympathetic, understanding, and industrious. With your desire to be of service, with a capable faculty, with the support of all Southern Illinois, with the backing of the Legislature, with adequate finance, and with the cooperation of the State Teachers College Board, I am sure you will enjoy notable success. No man can help being humble with such a challenge before him as you face. With the encouragement of your good wife, with the assistance of your friends, and with Divine direction, I am sure you will achieve the success which should be yours.

And now, by the authority vested in me as Chairman and Member of the State Teachers College Board of the State of Illinois, I am very happy and proud to install you, Dr. Delyte Wesley Morris, as Eighth President of Southern Illinois University.

May God bless you.





THE HONORABLE NOBLE J. PUFFER INSTALLING THE NEW
PRESIDENT.

THE INAUGURAL ADDRESS

PRESIDENT DELYTE WESLEY MORRIS

IN behalf of the students and faculty of Southern Illinois University, I welcome to our campus the visiting dignitaries, delegates, and friends who, by their presence, demonstrate their interest in the institution.

The inauguration of a President is a kind of way station in the development of the university, which allows an opportunity to pause for consideration of the road behind and the road ahead, and to scrutinize the landscape round about us. In just two months, on July 2, 1949, we shall celebrate the 75th anniversary of the opening of the doors of this school. From 1874 to 1943 its central purpose was the provision of teachers for the public schools of the State of Illinois. Until 1913 the program was a four-year curriculum generously interspersed with the liberal arts, the classics, and courses leading to a diploma. From 1913 to 1922 the school functioned as a two-year junior college. Its first degrees were granted in 1922. In 1928 it was recognized by the North Central Association as a degree-granting institution of the teachers college type. In 1943 its pattern was changed to that of a university, with authorization to broaden and to enrich its curriculum.

The period of growth in the institution was paralleled by growth in the population of the region which it serves, by an increasing need for higher education in

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the area, and by a steady increase in the size of the student body. The need for higher education in the area has been made acute by the closing of other Southern Illinois institutions of higher learning, beginning with the abandonment of the Illinois Agricultural College at Irvington in 1879, followed by the closing of the Southern Collegiate Institute at Albion in the early part of this century, the closing of the Creal Springs College in 1916, and the abandonment of Ewing College in 1925. Subsequently, the religious program of Ewing College was transferred, in part, to the Baptist Foundation adjacent to our campus.

Because of this decline and discontinuance of other colleges in the area, Southern Illinois Normal University served a dual function. Although its primary and central objective was the training of teachers, it also served as a preparatory and general college for many persons who never intended to be teachers but who would have received no college or university training had they not attended here. The University numbers, among its alumni, hosts of teachers in public schools, and men and women who have distinguished themselves in higher education, such as Dean A. Chester Hanford of Harvard College, and Dr. Ethan Allen Cross of the Colorado State College of Education, but it has also provided the initial training for many former students in fields other than teaching. One might mention the industrialist, W. W. Vandever; and those two great surgeons of our day, Dr. Percival Bailey and Dr. Dallas B. Phemister; the soldier-diplomat, General John Reed Hodge; and the attorney, Guy Gladson; Federal Judge Fred Wham; and the scholar and

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business executive, Dr. John A. Stevenson. One of these men recently wrote to me, "The undeniable fact is that I would not have had any education beyond high school had it not been for Carbondale and its location." However, the central purpose was the training of teachers. The inspiring leadership for this central purpose is well revealed in the words of President Robert Allyn in his *Annual Report* of June 1884, when he said:

The true policy is to get the teacher who is educated, enthusiastic, up to the times, full of the spirit of education. And the State had far better spend money to make or to inspire such men than in any other way. . . . Put into the public school good teachers, let them educate the children rightly, and the value of those children will be enhanced not merely three-fold but a hundred-fold. As much as an intelligent man or woman is more useful and able than a stupid boor, so much is the worth of education given by one who can inspire as well as teach. Real teachers are wanted.

President Allyn conceived a teacher as one specialized product of a comprehensive education. Another of his statements which lighted his way in the early days may well be a beacon light for us in the future. It is our aim, he said:

That the pupil may know how to live as a healthful man, a good citizen, and a progressive philosopher as well as a scholar.

It is notably true that this institution has set a fine pattern of performance in teaching. Even by the rigid criteria of President Allyn, there is at Southern a tradition of great teachers and great teaching. As one listens

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to former students, one feels the inspiring influence of rich souls and devoted teachers, such as Martha Buck, George B. French, W. O. Brown, W. T. Felts, W. A. Furr, Mary Steagall, Frank Colyer, George Washington Smith, William McAndrew, John P. Gilbert, Simeon Boomer, and G. M. Browne; and teachers who were also administrators—Daniel B. Parkinson, Henry Shryock, and George D. Wham. It is earnestly to be hoped that as we look toward an extension of our University into widening fields of learning—into research and community service—that we will be able to retain the tradition of great teachers and great teaching which have been so characteristic of the development of Southern Illinois University.

Now we are in a process of transition, transition from a teachers college to a university, activating the dream of that lover of his people, Roscoe Pulliam. It is our concern, as it would be his were he here, that in the process of transition we lose not the rich values of past years—that we preserve and cherish the fine traditions of the school. The emphasis in the continuing transition will be on additions rather than changes. What is good should go on. Three colleges have been established: the College of Education, the College of Liberal Arts and Sciences, and the College of Vocations and Professions; and a Graduate School has been initiated. It is interesting to note that in the three years since the undergraduate colleges have been created, the student enrollment has shifted, until today about half of the student body is registered in the College of Education and half in the other two colleges. This shift in enrollment is doubly significant. It shows the need of

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courses of study other than for the training of teachers. Conversely, it shows that there is a strong need for the training of teachers, as indicated by the fact that half of the student body is enrolled in the College of Education. Let me here say that we are resolved that in all our planning and development we shall nurture and foster all phases of a strong teacher-training program. In addition to the undergraduate program, one sees steady growth and development in graduate study. Internal reorganization of the institution will need to continue as we consolidate and grow, and there will be need for external adjustments to fit our growing program. As we think of this growing program, we ask ourselves, "What is the task ahead in Southern Illinois?" We are, of course, concerned with all of the State of Illinois, but we are convinced that our greatest contribution to the State will come from concentration on the problems of the large region which surrounds us, a region which is only a third of the total State but which is singularly devoid of institutions of higher learning.

Here, cradled between the arms of great rivers, is this southern tip of our State of Illinois with a population of over a million people to be served by this, its resident university. Because the area is lacking in other colleges and universities, this University needs to serve the function usually performed by a state university or universities, by private liberal arts colleges, by private denominational colleges, and by institutes of technology and vocational training. In our location at the southern end of a northern state with a geography, a climate, a population, a folklore, an economy, and an

INAUGURAL ADDRESSES

agriculture more South than North, there is need for the development of a program to fit the regional characteristics of the area to be served.

Let us look at the southern area of Illinois included within the limits of the southernmost thirty-one counties. Here we find an area made up of small cities and a rural population, an area, however, containing the second and third most populous districts in the State. Here we find coal, oil, minerals, but an absence of industry and major business enterprises. In the midst of a land replete with natural resources, we find there is essentially a rural economy. Although most of the horticulture of Illinois is here, we find this rural economy heavily laden with a large number of small, subsistence-level farms. Here we have an area whose people realize that their best future lies in the development of their educational facilities, and yet, those educational facilities, from the kindergarten through the university, are inadequate for the task at hand. Here we have national forests, national and state bird and game refuges, beautiful state parks, magnificent scenery, an archaeological treasure house, a rich and revealing natural geological laboratory, and a region favored with recreational possibilities in its lakes, its forests, its hills, and its streams. However, the per capita assessed evaluation in 1945 was only \$1969, as compared to \$2416 for the whole State. The percentage of homes with radios, mechanical refrigerators, central heating, electric lights, and running water is far lower than that for the rest of the State. When the average of ten standard-of-living measures is considered, we find that with the exception of one county, the lowest averages in the

INAUGURAL ADDRESSES

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State are found in the southern counties of Illinois, and that all of the thirty-one counties in Southern Illinois are below the State average. It is in Southern Illinois that we will find all of the counties of the State having a level of living below the national average in 1940. In 1945, among farm operators alone, the level of living in fourteen of the southern sixteen counties was below the national average.

Yet it is here that we have the area which well may be called the "incubator" of the State—the high birth-rate area. Also, it is here that we have the highest infant death rate in the State of Illinois, with fewer births occurring in hospitals than is characteristic for the State as a whole. In spite of the high infant death rate, there is in Southern Illinois a much larger proportion of the total population of young people below the age of twenty than is true for the State as a whole. Many of these young people will migrate to Northern Illinois, or elsewhere, with or without an education. Well may the people ask, "To what are our children born? To what health expectancy, to what educational expectancy, to what economic opportunity, to what opportunity for culture, refinement, esthetic and creative expression?" In all of the counties in our area the active physicians have a greater number of persons to serve than is true for the entire State. The dentists are even more heavily loaded. There is a critical shortage of nurses.

As one would anticipate, the general economic conditions and the general condition of health facilities in the area are reflected in an abnormally high dependence upon the major public aid programs. For instance, in

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January 1946, the rate of persons on the major public aid programs in Southern Illinois was nearly twice as high as the rate for the entire State. Why do we talk about general economic conditions, health facilities, and major public aid programs? Because these three things, together with educational facilities, comprise four phases of a continuing cycle, each phase of which inevitably will have relationship to and bearing upon each other phase in the cycle. If there is a worsening in one of these four features in community life and activity, there will be a worsening in the others. Likewise, if there is a bettering in one phase, there will be a bettering in the others. The relationship of educational experience to the rate of dependency upon major public health programs is apparent when one studies these rates in the State of Illinois. Counties with the highest average school attendance tend to be the counties that have the lower rates of dependency. Or, conversely, if the average year of school completed is used as an index, there tends to be a high rate of dependency on public aid programs in counties of the lowest average year of school completed.

It would seem evident that an improvement in the educational level in Southern Illinois should help to reduce the high cost of public assistance, particularly, if the educational program is planned with the set purpose of gearing educational development to social and economic needs. I should like to point out here that Mr. C. K. Schmidt, Jr., Executive Secretary of the Illinois Public Aid Commission, recently stated that it was his opinion that the greatest aid which could be given to the Public Aid Commission in relation to its

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burden in Southern Illinois would be an aggressive improvement of the educational program at Southern Illinois University. I do not mean to imply, of course, that suddenly money should be taken from public assistance programs and be transferred to education. However, I believe all thoughtful persons will agree that if, through an upgrading of our educational program we can alleviate the need for public assistance, we will have done a fine and constructive thing for our people. As we look to the future, shall we continue to give palliatives, or shall we get at the basic cause of disorder? We believe a cure is better than a relief.

As we look realistically to the immediate future, it is evident that the program of this University must, to a large degree, be planned in terms of its present facilities. The recommendations of the Illinois Post-War Planning Commission and the sympathetic attention of our Governor and our Legislature encourage us to look forward to the day when we can plan our facilities to meet our program rather than restrict our program to meet our facilities. It is unfortunate that the great shortage of buildings at this University has placed us under severe handicaps. However, the tale of hardship at this institution is a long narrative in itself, as are the courage and devotion of its faculty, the love and esteem of its students, the cooperation and the support of its patrons.

We shall continue to do in the best possible way what we are now doing, and we shall grow to new things as these are made possible for us. We need to consolidate our present academic program, relieve an overloaded faculty, and make the best adjustment pos-

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sible within the buildings we have at our disposal. More and more of our faculty and functions are compelled to move into temporary housing, but by this expedient we are better able to provide for the student body now with us. Until such time as buildings are available, this will need to go on. Until such time as good dormitory and recreation buildings can be provided, we need to develop for our students the best substitutes that can be devised.

Meanwhile, we need to get on with our area responsibilities. We need to establish more clearly-defined terminal programs to meet area needs: in agriculture, with a special emphasis on farm management, agronomy, dairying, poultry raising, and small farm problems; in coal mining, with special attention to the training of technicians, specialized electricians, and mechanics to operate mining machinery; in home economics; and in varieties of other vocational training that will promote the growth of industry and the encouragement of business. Shortly we must develop research programs better to study the specific needs of the area and to check the effectiveness of our instructional programs designed to meet these needs. Through teachers, lecturers, musicians, and special consultants, we must more and more take the University to the people. And more and more we must bring the people to the University through short courses, through lectures, through entertainments, through musical programs.

It seems reasonable to encourage the future growth of the curriculum and the future development of research in the directions best adapted to the special

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assets and the special needs of the area. It is obvious that we need to develop thoroughgoing instructional and research programs in such fields as forestry, horticulture—with special emphasis on fruit crops and truck farming—coal mining, recreation, geography, geology, sociology, labor relations, archaeology, ichthyology, ornithology, flood control, and wildlife studies. We need to stress the esthetic values of music, poetry, art, and drama. We hope that our museum and library may continue to develop with a centering of interest in this historic area at the confluence of the rivers, to the end that we will have here one day a depository of artifacts, documents, and records to which scholars and public alike will come for learning and enlightenment.

We in education in Southern Illinois are faced with a trying task. The University's share of that task is large indeed. From the assurance of support by faculty, students, and the general public, and the assurance of cooperation from other institutions of higher learning, comes courage to face this task. I believe it possible to build here an institution which will serve the needs of the people, providing at once a seat of learning and research, and an agency for community service—an institution with its organization so planned that it will provide the general advantages of a state university, and yet fill the gap of special needs usually provided in other communities by liberal arts colleges, colleges with self-help programs, denominational colleges, and technological and vocational institutes. I believe it is possible to be at once practical and scholarly, gearing our program to the basic, fundamental

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needs of the people on the one hand, and pushing onward to new horizons of learning on the other. I believe that the University and our public schools of Southern Illinois can work as a unit toward a common goal. I believe that by combining our resources we can provide the kind of continuing enlightened leadership which will make it possible for this area to solve its problems and realize its destiny. I believe our brothers to the north will become increasingly aware of our problems and will help us mightily in our endeavors. I believe it possible in our generation to demonstrate the dynamic vitality and practical value of education as a social force. I believe it possible to wipe out the differentials that now exist between the southern thirty-one and the northern seventy-one counties of Illinois: differentials in relief rolls, in industrial capacity, in standard of living, in cultural and esthetic opportunities, in medical and health facilities, and in educational facilities. I believe it possible to do these things, and to retain those priceless values which are so characteristic of the people of Southern Illinois: adherence to simplicity, friendliness, courage, honesty, straightforwardness, love of country, and belief in its value. Because I believe in the moving power of education and in the inherent and abiding worth of my own people, I accept the responsibilities of the complex and difficult burden you today place upon me, and look ahead with confidence.

If former President Robert Allyn could hear me today, I know he would be glad to hear a restatement of these words from his message of resignation, in 1892, at the end of his eighteen years of service:

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It only remains to repeat . . . how great is my confidence in the future of the school which has been to me, if possible, a matter of more pride and consideration than a child of my own body could have been. And I shall pray for its prosperity and still watch its progress with not less interest than I did while I was myself a part of its working force. I am assured that the State will sustain it with still greater liberality, and that the people will fill its halls with the enterprising, the good, and the ambitious of its youth and thus make it a blessing doubly precious to the Nation.

This concept of the endless supply of rich human resources for our Democracy is stated by Carl Sandburg in his poem fittingly called "Upstream":

*The strong men keep coming on,
They go down shot, hanged, sick, broken.
They live on fighting, singing, lucky as plungers.
The strong mothers pulling them on . . .
The strong mothers pulling them from a dark seat,
a great prairie, a long mountain.
Call hallelujah, call amen, call deep thanks.
The strong men keep coming on.*

III

EXCERPTS FROM MESSAGES OF GREETING

THE INAUGURATION LUNCHEON MEN'S GYMNASIUM

Toastmaster—MR. W. W. VANDEVEER,
Vice-President, Alumni Association



MR. W. W. VANDEVEER

GREETINGS FROM THE UNIVERSITIES

DR. GEORGE D. STODDARD,
President, University of Illinois

ON this happy occasion I have the honor to extend to President Delyte Wesley Morris greetings from the universities. Institutions of higher learning rightly regard a change in administration as a significant event—an event that may change the form, character and potentiality of any institution. I know enough about the achievements of President Morris to say that he has long been regarded as a leader in teaching and in research. There is everywhere full confidence in his administrative leadership. He will bring about changes.

And now, may I extend my remarks somewhat by virtue of our academic kinship?

All of us at the University of Illinois are much pleased to have President Morris in the family circle. We speak the same language, for we share a genuine zeal to advance, through education, the welfare of the State. Of course, it is to be noted that he and I have a common *alma mater*—the Graduate College of the University of Iowa. To a large extent we were nourished there on the same psychological diet.

It is so easy for us to get together personally and professionally, as we have already done, that I am always astonished to hear of anything to the contrary. There is not a barrier between men of good will and

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there is not, in the great Illinois commonwealth, a wall separating one region from another or dividing its people into uneasy segments. In Illinois, isolation is an unreal state of mind that must grow darkly to grow at all; it receives no support whatever from the common glorious history of the State.

Nevertheless, within the State there is room for local and regional accomplishment and for the sense of community that goes with it. Villages, towns, counties and regions should be encouraged to develop the particular qualities that appeal to them and to base the economic security of the wage earner on the resources at hand. The ideal, as I see it, is not sameness, but equality. I think, myself, the State would lose in richness and in general appeal if everybody tried to do the same thing.

I am reminded of the enthusiastic inventor who had a new idea for an electric razor. It had a lot of blades in it that revolved very fast when they were inserted in a kind of notch. You pressed a button and you were guaranteed a shave in five seconds. When he tried to sell it to the distributor, the manufacturer said, "Well, that won't work at all. People's faces aren't the same shape."

"Well," said the inventor, "they soon will be after this invention, if I'm lucky."

Well, we don't want that kind of invention in the State of Illinois.

Some practical steps have already been taken toward bringing our two institutions more closely together. The conference held last month between representatives of Southern Illinois and the University of Illinois in the office of Mr. Noble Puffer points the way. The

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goal of this discussion, and of others to follow, was to set up a basis for cooperation and affiliation between Southern Illinois University and the University of Illinois in certain areas of work. There have been good illustrations of this already, largely in the extension programs in Agriculture and in Labor and Industrial Relations.

In addition to the all-State program, which is concerned with offering education to the youth of Illinois and with bringing to the people the results of research and demonstration, there are special services that the University of Illinois cannot hope to render adequately. It is for this reason that we have encouraged the development of community colleges on a systematic basis over the State.

In our first conference, to which I referred, we discussed, among other things, a special five-year program at Southern Illinois University in measurements, guidance, and counseling. Such work would be of interest to all persons in teaching, school administration, social administration, and business, who are desirous of becoming expert in this field. It would include work in tests and measurements, clinical and social psychology, mental hygiene and counseling. There is a shortage of well-trained persons in this area, not only in Illinois but over the Nation. And I might add, that it would assist, also, in making sure that such a unit is on the practical side. In addition to training expert personnel, it will look down through the high schools and specialized school structure all through Southern Illinois to make sure that we are not losing talent that should come up through the university.

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Now, all such arrangements, while agreeable so far as they involve the University of Illinois, must first be approved by Southern Illinois authorities. I mention them only by way of illustration. There are other areas which appear to lend themselves to special development through the resources of Southern Illinois University. I refer to such fields as horticulture, agriculture, coal resources, oil resources, flood control, natural history, forestry, recreation, and civic progress. As far as is possible within budgetary or other limitations, the University of Illinois will give support to such enterprises. It will lend its best men in order to carry its share of the load. I feel sure, too, that the State Surveys, which have done magnificent work in all parts of the State, will want to be counted upon as a third partner in many of these programs.

Now, I am willing to consider any proposals that will enable us jointly and in cooperation with the other educational institutions of the State better to render the services expected of us. In the course of the years, as I see it, we shall have some things to differ about, but nothing at all to quarrel about. It is impossible to do something good for the southern part of Illinois without thereby aiding all of Illinois. Conversely, anything that favors the State as a whole will be helpful to this vastly attractive region where we meet today.

And, now, speaking again for university people everywhere, I should like to say that we feel at home here in a community of teachers and scholars. The academic society is ancient, honorable and, in recent decades, well nigh universal. Beyond food, shelter, and medicine, education is the first thing sought by peoples

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coming up out of the devastation of war. It contains our finest hope for an enduring democratic culture. All universities, therefore, join in congratulating Southern Illinois University for its choice of a leader who is fully aware of the trends and the tides in American education.

GREETINGS FROM THE ASSOCIATION OF AMERICAN COLLEGES

DR. LINCOLN B. HALE,
President, Evansville College

I AM very happy indeed to be with you on this auspicious occasion — an auspicious occasion for Southern Illinois University as you inaugurate Dr. Delyte Wesley Morris as President of your University.

I would bring you greetings, if I may, first from Indiana, from the colleges and universities of Indiana. This is appropriate because Evansville College is the institution in Indiana located geographically nearest to Southern Illinois. But I also bring you greetings from the Association of American Colleges. I am not, by the way, the President of the Association. I am simply a representative of the Association, bringing first the personal greetings of Dr. Guy Snavelly, who is the Association's Executive Director; also the greetings of my good friend, Father James Flynn, President of St. Thomas College in St. Paul, and President of the Association; and, finally, greetings from the host of member institutions, the colleges of Arts and Sciences.

I come bringing greetings and congratulations from the Liberal Arts Colleges of the country, those colleges which are direct descendants, if you wish, of the colonial colleges, where, you will recall, the emphasis was placed on preparation for living and on the discipline of the mind.

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In recent decades, a change in objective has occurred, with the emphasis placed upon vocational education. Only recently I read a description of this change in which it was suggested that atomization of education had occurred. We have broken up education into many specific parts: for example, our teachers colleges, our engineering schools, our universities with their many specific curricula, our schools of business administration — a whole series of narrow specializations. And the result has been a dichotomy. All of you who have been associated with education over the years recall those debates which have gone on between liberal education and vocational education.

My feeling is, however, that a new era is now at hand. Your new President reflected it in what he had to say this morning. Our age presents a new challenge, a recognition that men and women must have both the capacity to live and also the capacity to earn a living.

For example, your teachers college, which has had a very narrow specialization, is becoming a university. And you had a dream spun out before you this morning of what it might become. My own institution in Evansville, essentially a liberal arts college, is just taking on the responsibilities of an urban institution as it broadens its program to serve a community. The big challenge facing higher education today is the effective integration of liberal and vocational education.

So I come with greetings from that great fraternity of institutions, of teachers, of educational leaders, who bid us never forget that students, when they come to us asking for ways to earn the bread of life, must also

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have their spirits fed. They must be prepared to live a life as well as to make a living.

And finally, a word on behalf of the Presidents of the Liberal Arts Colleges, a word of welcome to President Morris from this Association of college presidents. I can think of no better way to suggest the significance of that fellowship than to use the words of a beloved college president, one of the deans of college presidents, John L. Seaton, President Emeritus of Albion College:

I venture to voice in a few words the feeling and faith of our hard-working fraternity of college presidents. We are realists; and at the same time we are long range optimists. We know, whatever happens to us, there stands the college, bringing to new meaning and beauty for the youth of today and to successive generations the ideals and sacred things for which we have lived. By an unconquerable urgency of the human spirit, we continue to build in confidence, so that which we build will last. Undaunted by any disappointments in present results, we throw ourselves boldly upon the future for those fulfillments which lie beyond sight. We college presidents, perhaps more than any other human beings, take to heart and act with joy upon John Ruskin's noble words: "When we build, let us think that we build forever. Let it not be for present delight nor present youth alone. Let it be such work as our descendants will thank us for, and let us think, as we lay stone upon stone, that a time is to come when these stones will be held sacred because our hands have touched them; that men will say, as they look upon the labor and the wrought substance of them, 'See, this our fathers did for us'."

To such a fraternity I welcome you, President Morris.

GREETINGS FROM THE TEACHERS COLLEGES

DR. J. E. GRINNELL,
Dean, Indiana State Teachers College

I WANT, first of all, to express to my good friends here, and to all of you, the personal regrets of my President, Ralph M. Tirey, that he cannot be here today. He would have liked to give you these greetings from the Colleges of America, and particularly from his own college, since Dr. Morris worked in our college for a number of years as a vigorous and highly valued member of the staff.

I find delight in having the opportunity to speak today on such an occasion, because it gives me the opportunity to speak to and of an old friend proudly. Perhaps this is not the exact occasion for saying the things I want to say, but after all, I have known Dr. Morris well and long, and have admired him much. He came to us when he had barely turned thirty, with a man-sized job in front of him. It was like building a university. He had to build the Speech Department and the clinics in the face of almost insurmountable obstacles. He had to find the money to do it and to find the good will on the faculty to help. But in all these things he was signally successful. Almost, it seems, without the help that he richly deserved, he built at our college one of the best special education clinics to be found anywhere in the United States. He did it, as

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it were, out of almost no material. We have been very proud of him and of his subsequent success.

Dr. Morris and I fought so many battles together and worked so hard together to nourish into growth the clinic and other ideas that we believed in, that I think I have a just estimate of him. I can say in all honesty that I have never known a better fighter or a more generous friend. His temporary reverses are always softened by the saving grace of humor. It is my conviction that if a man can laugh when the going is hardest, he is a fit leader for a university or a state.

Socially gracious, as is his delightful wife, he enjoys people, judges them kindly, and does not easily drift away from friendships. There is nothing anemic about his laughter or his lust for life. To be with him on a trip or in the mazes of an administrative problem is tonic. He will not always be right. No man should be. Was it King Arthur's Queen Guinevere who said, "He is all fault who has no fault at all"? When he is wrong, he will wish someone to show him where or how he is wrong and to point the right course. Most of the time he will be right, and all of the time he will be spending his dynamic strength and marshaling his resources for the good of this University and the people it serves.

To an old friend who now has a post worthy of his best work and high abilities, I extend the hearty good wishes of his former associates at Indiana State Teachers College and at other teachers colleges throughout the United States.

REETINGS FROM THE LEARNED SOCIETIES AND ASSOCIATIONS

DR. H. M. MOSER,

Professor of Speech, Ohio State University

THERE are four of us from Ohio State here at the inauguration of Dr. Morris. We are proud of him at our school, and we feel no resentment, only pride, in his being chosen to head the University here. With me from Ohio State have come the Chairman of the Speech Department, the Chairman of the Division of Radio, and one of the distinguished men from the Medical School, all of us close friends of the Morris family. I am speaking because I am the person who is trying to carry out, at the present time, the grand ideas and dreams Dr. Morris left for us.

I am pleased to bring official greetings from the learned societies and associations. One of these, the American Speech Correction Association, Dr. Morris and I joined together thirteen years ago, just after we had received our degrees. Dr. Morris has genuinely distinguished himself in this organization. He has occupied every principal office. During his term as business manager and secretary, he succeeded in raising the qualifications for the office and the membership rules tremendously. And at the last meeting he was unanimously elected president.

Thus, representing the members of his own speech association, and as well the members of the many sister

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societies and associations throughout the country, it is a great pleasure to greet Dr. Delyte W. Morris as he is installed in a university presidency. I have been instructed, further, to bring special greetings from the Ohio State Departments of Psychology, Education, Special Education, Physics, and the offices of Veterans Rehabilitation, both branch and regional. In this latter field alone, incidentally, Dr. Morris's accomplishments at Ohio State entitle him to consider himself famous.

To these greetings, I add my personal ones. And I wish to congratulate Southern Illinois University on obtaining this splendid man. I feel confident that in the era ahead, he will leave no stone unturned in his efforts for his new university and education in general.

GREETINGS FROM THE PUBLIC SCHOOLS

MR. VERNON L. NICKELL,
State Superintendent of Public Instruction

DR. Morris and Mrs. Morris, I am happy to have the privilege, today, of bringing greetings and congratulations to you and to this institution from more than one million boys and girls in the public schools of the State of Illinois, from Rockford to Cairo, from Quincy to Danville, including the 74 institutions of the great metropolitan area of Chicago, and all the little towns and rural areas downstate. In that group there are some 45,000 teachers who are also sending you their greetings and good wishes.

I am especially interested, Dr. Morris and members of your staff, in your College of Education, where you train teachers for the public schools of Illinois. It is my sincere hope that that particular division of this institution, in training teachers to go into the public schools of our State to teach our youth, will put forth the same effort as is put forth in each of the other divisions of this University. The future success of America will depend to a very great extent upon the quality of work those people do in training our boys and girls as citizens. How the problems of the industrial world and international affairs will be solved will depend upon the background of training and experience these individuals get through the classrooms of America. For

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this reason, I am concerned with the quality of teachers turned out in the teacher-training institutions of Illinois. The future of our America will rest almost entirely upon the shoulders of those teachers.

From time to time I have told the teachers of Illinois that on their shoulders rides the future of our country, in industry and in every other sphere of activity. The training of future citizens should be such as to inculcate within each an understanding of how our government works, a deep and lasting appreciation of American freedom and what this means to the human being. If this is well done, the fears that have been expressed in more ways than one about the infiltration of foreign ideologies in this country will disappear.

Yes, it is our wish, our hope, and our desire that the College of Education at Southern will point the way, so that the teachers who are graduated from this institution will know how to improve both technique and material of instruction, to the end that education may be more effective in its contribution to American life.

And, in leaving, let me say to you, Dr. Morris, and to your staff, that in undertaking this great problem, you will have the support and the cooperation of the public school people of Illinois, and the Office of Public Instruction. We wish for you Godspeed, and may God bless you in this undertaking.

GREETINGS FROM THE ILLINOIS EDUCATION ASSOCIATION

MR. P. A. GRIGSBY, *President*
Superintendent, Granite City High School

IT is a pleasure, Dr. Morris, to represent the Illinois Education Association on this great occasion, to extend to you the sincere congratulations of the membership of that association, its officers, and headquarters staff; and to express to you the regrets of our Executive Secretary, Mr. Irving Pearson, that, because of legislative matters, he is not able to be with us. We want to extend to you on behalf of that group our wish for every success in the administration of this institution. We should also like to congratulate Southern Illinois University on having the opportunity to have as an administrator a man of the type and ability of Dr. Morris.

Southern Illinois University and the Illinois Education Association, it seems to me, have been running parallel courses since the time this institution was established. As a matter of fact, as I have frequently said before on this campus, one of the first functions of The Illinois Teachers Association, when it was established in 1853, was to found institutions where teachers might be trained. Subsequently, Illinois Normal University was created. Later, other institutions were established. Seventy-five years ago this institution was founded.

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In other ways the Association and the University seem to have been linked. Some of the presidents of this institution have been very important men in the State education association and in the division work. Members of this faculty have very often given fine leadership to the work of the Illinois Education Association, both on a division and on a State level. We have been proud of that leadership, and have felt that it has given to the teachers of Illinois and to the public schools of our great State some of the very fine things that have come to education.

For many years, the Illinois Education Association has been concerned with the level of education all over the State of Illinois, and particularly with the financial plight of the common schools of Southern Illinois. It has given time and effort, not only to raise the standards of education in Illinois, but at the same time to see that the financial plight of education, in the common schools particularly, in Southern Illinois has been lessened to a point where they could give to the boys and the girls the very things, Dr. Morris, about which you spoke this morning.

And so, because of the common interest that has been notable during the past years, and which I am sure will be retained during the future years, it is a pleasure again to say to you, Dr. Morris, "Our congratulations and very best wishes. And may we all work together for the common good of the schools of this great State."

REETINGS FROM THE STATE TEACHERS COLLEGE BOARD

GENERAL ROBERT W. DAVIS,
Resident Member

IT is my honor, as resident member of the State Teachers College Board, to extend the greetings of that body, not only to Dr. D. W. Morris, of whom we are very proud, but as well to all who are here present. The Board is deeply gratified to know that so many distinguished guests have honored this occasion by their presence. As an old, old friend and supporter of Southern, I am personally happy that you are here. Your presence has added much dignity and import to this inaugural ceremony for Dr. Morris, and you have honored Southern Illinois University.

We of Southern Illinois, now better known as Greater Egypt, are proud of the past record of our school, and we all have much faith in its future development as a university. As owner and publisher of the daily newspaper in Carbondale from 1920 until 1947, I have been in close association with the school through the years. We have known all its needs, all its trials and tribulations. As a service to Southern Illinois, and to Southern, the newspaper was always a staunch supporter of the institution.

We have always realized the need in this section of Illinois for a university of the type Southern may now become. In this area of more than a million population,

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Southern is the only accredited liberal arts college within a 100 mile radius from the campus. The greater majority of Southern's students come from low income families. A recent survey of the student body shows that 17 per cent come from the homes of farmers, 15 per cent from the homes of miners, and so on down the list. Those from the homes of the most highly paid profession, the homes of physicians, are among the smallest groups at Southern. It is easy to see that many of Southern's students could not afford to go elsewhere. They come here, or they don't attend college at all.

Now that Southern has advanced to the status of a university, it is equipped to serve many more interests of young people than ever before. Its responsibilities are therefore very great, and the importance of vigorous leadership has increased notably.

Today you have witnessed the inauguration of Dr. Delyte W. Morris as eighth president of the school. In the eight months since Dr. Morris has arrived at Southern, he has become the best known man in the area. The *esprit de corps* of the faculty and the student body has never been higher than it is today. We believe that in Dr. Morris we have a man whose leadership and tireless efforts will build a university that will meet all the needs of this section of the State.

GREETINGS FROM THE ALUMNI ASSOCIATION

DR. LEO BROWN,
President, Alumni Association

THE definition of an alumnus of this school is that person who has traversed this campus in pursuit of knowledge, or traversed this campus in pursuit of a girl in pursuit of knowledge, a sort of Tinkers-to-Evers-to-Chance relationship. All who are so qualified, please stand.

Now, I extend an invitation to all emeritus faculty members of the school to stand with this group.

Will all the wives and widows of emeritus faculty members and deceased faculty members please stand?

Now, Dr. and Mrs. Morris, as spokesman for this small group, which nevertheless represents 40,000 people, I want to express to you our thanks for the manner in which you have served this school during the past year, and to express to you our heartfelt and most sincere promise that we will do everything we can for you, down the long road ahead.

I thank you. Please be seated.

GREETINGS FROM THE FACULTY

DEAN E. G. LENTZ,
University Professor

FACULTY greetings to President and Mrs. Morris have for some months past been so genuinely cordial and sincere that any formal statement at this time seems somewhat perfunctory. And yet it is a great honor to be the spokesman, for the record's sake, for a faculty whose worth and devotion our President has already discovered.

The faculty of Southern is grateful for its share of the felicitations and generous good wishes brought to our new President today. We are proud to be co-workers with him, as in this auspicious year of our Diamond Jubilee we plan the building of the greater Southern of tomorrow. Ours is a rich heritage of a past whose ever-widening horizons have brought us to a new outlook of distinct challenge and great promise.

All Southern Illinois admires the courage and skill with which our President has waged the valiant fight for better physical conditions for our institution. Without the adequate facilities we are sadly handicapped. But basically important as these are, it is nevertheless true that a strong faculty is his chief concern.

A great university is far more than a community of cloistered scholars whose distinction may bring fame to the institution. We of Southern want to serve our

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area, in all ways for its advancement, in scholarly research fruitful in practical achievement, by disinterested promotion lifted to the high level of altruistic service, and, most of all, by skillful teaching in the processing of our richest resource, the raw material of youth. This is the high enterprise to which we are called under our new President's leadership.

This institution is a sturdy oak of seventy-five years' growth. Its malformations, if there be any, curricular or otherwise, may be corrected by skillful tree surgery without destroying the finer things which have endeared it to a multitude of its sons and daughters. But, if perchance "the pruning hook of time" needs a little gentle assistance, so be it. We enjoy all the academic freedom we permit ourselves, the limitations being only those which appertain to our relations with each other.

President Morris, your faculty devoutly hopes there may not be another inauguration at Southern within this generation. This is said not in derogation of the impressive ceremonies of this occasion, but as a wish that you may have a long continuance of constructive achievement. A continuity of policy and long-range planning are absolutely essential to that sense of security for the career men and women, your faculty, best conducive to the full attainment of their life work. We cannot build a great institution on shifting sands.

Faculty, student body, and community have already taken to their hearts the charming lady who is the President's chief assistant and silent, understanding partner in all his aspiration and arduous labors among us. It is a happy augury of harmonious relationship in

LUNCHEON GREETINGS

that large group, the faculty family, whose strength depends so much upon its unity.

Our humble prayer is that unitedly we give our President the coordinated team play which will best advance us to the immediate goal of Southern's future. With large resources of faith and the counsel of patience, we are prepared to take the long view which looks to far horizons.



MISS PHYLLIS JOHNSON, REPRESENTATIVE OF THE STUDENT
BODY, PRESENTS ROSES TO MRS. MORRIS.

GREETINGS FROM THE STUDENT BODY

MR. THOMAS MIDDLETON,
President, Senior Class, 1949

IT is with great pleasure that I bring to you, Dr. Morris, the greetings and best wishes of the students of Southern Illinois University.

I am sure that no president has ever been officially installed in that esteemed position with greater confidence of his student body than Dr. Morris.

In the eight months Dr. Morris has served here, he has gained the respect of a somewhat skeptical student body in a manner which has been a wonderfully happy surprise to even the most doubtful of us.

It has been said that the best judge of a teacher is the student. If that is true, we students who are soon to leave Southern can leave with complete assurance, for we know that the reins guiding her destiny are in his most capable hands.

We students now pledge that in all future projects for the good of Southern, Dr. Morris will have our enthusiastic cooperation.

THE HISTORY OF THE
CITY OF NEW YORK

FROM THE FIRST SETTLEMENT
TO THE PRESENT TIME

By JOHN B. HENRY, Esq.
OF NEW YORK.

IN TWO VOLUMES.
VOL. I.

NEW YORK: PUBLISHED BY J. B. HENRY, 101 NASSAU ST. 1854.



PRESIDENT MORRIS RESPONDS TO GREETINGS.

RESPONSE

PRESIDENT DELYTE WESLEY MORRIS

I AM deeply grateful for all that has been said on this memorable occasion. It has been an extraordinary pleasure to have these greetings, both personal and professional, from the colleges and universities I have attended, from my former colleagues, from educational institutions and organizations throughout the country, and from our own Board, faculty, and student body.

It is good to have these things, and to feel that they represent good wishes for me, for my family, and for the future of this institution.

I should like to extend a word of personal welcome to the many persons whose names I have read on the list of delegates. We of Southern are honored to have you as our guests. And now, as the official ceremonies draw to a close, Mrs. Morris and I wish to invite you all to our home for a time of informal friendliness and refreshment. Come and visit with us as long as you can.

This whole day has been a pleasant one. I hope it augurs well for our work together toward the welfare of this University.

IV

OFFICIAL DELEGATES



PRESIDENT AND FELLOWS OF HARVARD COLLEGE

HARVARD UNIVERSITY
CAMBRIDGE, MASSACHUSETTS

To the State Teachers College Board and the Faculty
of Southern Illinois University

GREETING:

Gladly availing ourselves of your kind invitation to Harvard University to be represented at the Inauguration of DELYTE WESLEY MORRIS as eighth President of Southern Illinois University on Thursday, May the fifth, we have appointed as our Delegate

FRED BROSS HERBERT, A.B., LL.B.

Our Delegate has been charged to convey to Southern Illinois University the congratulations of Harvard University and best wishes for the success and happiness of the new administration.

Given at Cambridge, Massachusetts, this twelfth day of April, in the Year of Our Lord the one thousand nine hundred and forty-ninth, and of Harvard College the three hundred and thirteenth.

PRESIDENT AND FELLOWS OF HARVARD COLLEGE

ATTEST:

SECRETARY TO THE UNIVERSITY

DELEGATES OF UNIVERSITIES AND COLLEGES

- 1636 HARVARD UNIVERSITY
Fred B. Herbert, LL.B.
- 1701 YALE UNIVERSITY
Robert C. Turner, Ph.D.
- 1746 PRINCETON UNIVERSITY
Francis M. Miller, LL.B.
- 1749 WASHINGTON AND LEE UNIVERSITY
F. C. Barclay, B.S.
- 1766 RUTGERS UNIVERSITY
Harland Bartholomew, C.E.
- 1789 UNIVERSITY OF NORTH CAROLINA
Ralph Henry Boatman, A.M.
- 1801 UNIVERSITY OF SOUTH CAROLINA
Mrs. Lacy Butler Coffman, A.B.
- 1804 OHIO UNIVERSITY
Mrs. Mary Henderson Killpatrick, A.B.
- 1809 MIAMI UNIVERSITY
Louis Dale Rodabaugh, Ph.D.
- 1815 ALLEGHENY COLLEGE
Robert D. Faner, Ph.D.
- 1817 UNIVERSITY OF MICHIGAN
Kenneth Anthony Van Lente, Ph.D.

OFFICIAL DELEGATES

- 1818 ST. LOUIS UNIVERSITY
Rev. Thomas C. Donohue, S.T.L.
- 1820 INDIANA UNIVERSITY
Talbert Ward Abbott, Ph.D.
- 1821 AMHERST COLLEGE
Hugh Hourston Craigie Weed, A.B.
- 1827 SHURTLEFF COLLEGE
President David A. Weaver, Ed.D.
- 1828 MCKENDREE COLLEGE
Earl H. Dawes, A.M.
- 1829 ILLINOIS COLLEGE
Helen Milburn Hodges, A.B.
- 1831 DENISON UNIVERSITY
Helen A. Baldwin, A.M.
- 1832 WABASH COLLEGE
Otis B. Young, Ph.D.
- 1833 OBERLIN COLLEGE
Archibald McLeod, Ph.D.
- 1837 DEPAUW UNIVERSITY
Mrs. Nelle Winn Shake, B.M.
- 1837 MOUNT HOLYOKE COLLEGE
Philena Chase, Ph.D.
- 1838 DUKE UNIVERSITY
Elbert H. Hadley, Ph.D.
- 1838 UNIVERSITY OF MISSOURI
Glenn C. Pittenger, B.S.

UNIVERSITIES AND COLLEGES

- 1848 BAYLOR UNIVERSITY
Richard Lee Morse, M.Mus.
- 1846 BUCKNELL UNIVERSITY
August Henry Riesmeyer, M.S.
- 1846 GRINNELL COLLEGE
Charlotte Johnson, A.B.
- 1847 STATE UNIVERSITY OF IOWA
Willis G. Swartz, Ph.D.
- 1848 UNIVERSITY OF WISCONSIN
Stewart Chandler, A.B.
- 1850 ILLINOIS WESLEYAN UNIVERSITY
President Merrill J. Holmes, D.D.
- 1851 COE COLLEGE
Washburne D. Shipton, M.S.
- 1851 NORTHWESTERN UNIVERSITY
John H. Searing, LL.B.
- 1851 UNIVERSITY OF MINNESOTA
Clement Holland, Ph.D.
- 1852 LAVAL UNIVERSITY, Quebec, Canada
Elizabeth E. Michael, Ph.D.
- 1852 WASHINGTON UNIVERSITY
Lewis A. Maverick, Ph.D.
- 1854 EVANSVILLE COLLEGE
President Lincoln B. Hale, Ph.D.
- 1855 BERE A COLLEGE
Joseph R. Baxter, A.M.

OFFICIAL DELEGATES

- 1857 ILLINOIS STATE NORMAL UNIVERSITY
President Raymond Fairchild, Ph.D.
- 1858 IOWA STATE COLLEGE
William James Tudor, Ph.D.
- 1860 BARD COLLEGE
Elie Shneour, A.B.
- 1860 WHEATON COLLEGE
Elwood K. Wylie, Th.M.
- 1861 UNIVERSITY OF WASHINGTON
Maj. Robert D. Davis, O.B.
- 1864 UNIVERSITY OF DENVER
The Hon. John M. Reid, LL.B.
- 1865 CORNELL UNIVERSITY
Vera L. Peacock, Ph.D.
- 1865 UNIVERSITY OF KANSAS
Mrs. H. Clay Reppert, A.B.
- 1865 UNIVERSITY OF KENTUCKY
Walter C. Jetton, A.B.
- 1865 UNIVERSITY OF MAINE
Mrs. Lillian Hatfield Brush, Ph.D.
- 1866 CARLETON COLLEGE
Harold C. Hines, M.S.
- 1866 HOPE COLLEGE
J. W. Neckers, Ph.D.
- 1867 UNIVERSITY OF ILLINOIS
President George D. Stoddard, Ph.D.

UNIVERSITIES AND COLLEGES

- 1869 UNIVERSITY OF NEBRASKA
Dorothy Mae Abbott, A.M.
- 1869 PURDUE UNIVERSITY
I. Clark Davis, M.S.
- 1870 OHIO STATE UNIVERSITY
W. Hayes Yeager, Ph.D.
- 1870 WELLESLEY COLLEGE
Mrs. Dent Ferrell, A.M.
- 1870 INDIANA STATE TEACHERS COLLEGE
Dean J. E. Grinnell, Ph.D.
- 1870 SYRACUSE UNIVERSITY
Leon S. Minckler, Ph.D.
- 1871 SMITH COLLEGE
Mrs. Warren B. Lammert, A.B.
- 1871 CENTRAL MISSOURI STATE COLLEGE
Arthur J. Ter Keurst, Ph.D.
- 1872 UNIVERSITY OF OREGON
Charles D. Tenney, Ph.D.
- 1873 SOUTHEAST MISSOURI STATE COLLEGE
President Walter Winfield Parker, LL.D.
- 1875 PARK COLLEGE
President J. L. Zwingle, Ph.D.
- 1875 GEORGE PEABODY COLLEGE
Victor Randolph, Ph.D.
- 1876 UNIVERSITY OF COLORADO
George A. Newton, LL.B.

OFFICIAL DELEGATES

AMERICAN LIBRARY ASSOCIATION

Robert H. Muller, Ph.D., Director of Libraries, Southern Illinois University

AMERICAN MATHEMATICAL SOCIETY

Stewart C. Cairns, Ph.D., Professor of Mathematics, University of Illinois

AMERICAN PHYSICAL SOCIETY

O. B. Young, Ph.D., Chairman, Physics Department, Southern Illinois University

AMERICAN PSYCHOLOGICAL ASSOCIATION

W. A. Thalman, Ph.D., Director, Child Guidance Clinic, Southern Illinois University

AMERICAN SOCIOLOGICAL SOCIETY

Lawrence E. Clark, Ph.D., Associate Professor, Veterans Guidance Center, Southern Illinois University

AMERICAN SPEECH AND HEARING ASSOCIATION

Grant Fairbanks, Ph.D., Professor of Speech, University of Illinois

ASSOCIATION OF AMERICAN COLLEGES

Lincoln B. Hale, Ph.D., President, Evansville College

EASTERN PUBLIC SPEAKING CONFERENCE

W. Hayes Yeager, Ph.D., Chairman, Speech Department, Ohio State University

NATIONAL ASSOCIATION OF STATE UNIVERSITIES

George D. Stoddard, Ph.D., President, University of Illinois

NATIONAL EDUCATION ASSOCIATION

Amanda Murdock, B.Ed., Teacher, Carbondale Public Schools

SPEECH ASSOCIATION OF AMERICA

Horton C. Talley, Ph.D., Chairman, Speech Department, Southern Illinois University

